

WESTERN REGIONAL CONFERENCE
CANADIAN ASSOCIATION FOR ADULT EDUCATION

REPORT OF PROCEEDINGS

Saskatchewan House, Regina
May 22 and 23, 1959

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TABLE OF CONTENTS

	<u>Page</u>
1) Agenda and Timetable	1
2) Chairman's remarks, H.E. Chapman, Chairman of the Planning Committee	2
3) "The Role of the C.A.A.E. in Canada in the last Five Years", paper by Prof. H. Avison, Director of Adult Education, Macdonald College	3
4) Topic I - "The Role C.A.A.E. should play in Western Canada" "Functions and Services of the C.A.A.E.", an introduction to the topic by Dr. J.R. Kidd, Director, Canadian Association for Adult Education	6
Report of Work Group	7
5) Topic II - "C.A.A.E. Organization in Western Canada" Paper by G.R. Selman, Assistant Director, Extension Department, University of B. C.	8
Report of Work Group	13
6) Topic III - "Acquiring and Maintaining Professional Competence in Adult Education" Paper by Prof. W.B. Baker, Director, Center for Community Studies	15
Report of Work Group	24
7) Topic IV - "New Opportunities in Adult Education" Paper by Dr. J.R. Kidd, Director, Canadian Association for Adult Education	25
Report of Work Group	27
8) Evaluation of Conference	30
9) Participants	33

CONFERENCE
AGENDA AND TIMETABLE

Friday, May 22

Chairman - Harold Chapman

- 9:00 - 9:10 - Welcome to Saskatchewan House - A. Morrison, Supervisor
a.m. Saskatchewan House
- 9:10 - 9:30 - Chairman's Remarks - H.E. Chapman, Director,
Co-operative Institute
- 9:30 - 10:30 - Keynote Address:
"The Role played by C.A.A.E.
in Canada During the Past
Five Years" - Prof. H. Avison
Director of Extension
Macdonald College
- 10:30 - 12:00 - Discussion Period

Chairman - Duncan Campbell

Discussion Topics

- 1:30 - 2:10 Topic I - "The Role that C.A.A.E. - introduction by
p.m. should play in Western Dr. J.R. Kidd
Canada" Director, C.A.A.E.
- Discussion
- 2:10 - 2:50 Topic II - "C.A.A.E. Organization - paper by
Recommended for Western G.R. Selman
Canada" Assistant Director
Extension Dept.
University of B.C.
- Discussion
- 3:10 - 3:50 Topic III - "Acquiring and Maintain- - paper by
ing Professional W.B. Baker, Director
Competence in Adult Center for
Education" Community Studies
- Discussion
- 3:50 - 4:30 Topic IV - "New Opportunities in - paper by
Adult Education" Dr. J.R. Kidd
Director, C.A.A.E.
- Discussion
- 6:00 - Dinner, Saskatchewan House

Saturday, May 23

Chairman - John Friesen

- 8:00 - 11:00 - Meetings of work groups to discuss topics listed above.
a.m.
- 11:00 a.m. - 4:00 p.m. - Reports from Work Groups.

Chairman's Remarks

H.E. Chapman, Director, Co-operative Institute

Welcome to this Western Regional Adult Education Conference. This conference is sponsored by the Canadian Association for Adult Education and has been held every two years for some time, the last conference having been held in Banff in 1957.

In December I was invited by the C.A.A.E. Executive to act as chairman of the Planning Committee for the conference. About the same time the representatives were appointed for the other three western provinces.

The members of the Planning Committee were: Gordon Selman, representing B.C., George Potter, representing Alberta, George Boyes, representing Manitoba, and myself, representing Saskatchewan. Harold Baker of the Center for Community Studies and Jack Paul of the College of Education, University of Saskatchewan were invited to act on the executive of the committee. Gordon Campbell was asked to be in charge of local arrangements. Roby Kidd represented the C.A.A.E.

Jack Paul acted as secretary of the committee and Harold Baker agreed to act as chairman of a committee responsible for preparing the report. Jack Paul and George Boyes found they were unable to attend this conference due to involvement with meetings of the Learned Societies. However, Harold Huston is now representing Manitoba on the Planning Committee.

The Planning Committee Executive held seven meetings. It conferred with the other committee members through correspondence, with some opportunity for personal discussion with individual members. This was cumbersome but I am sure each committee member can see a number of his suggestions represented in the program and procedure of the conference. Major problems encountered were in setting a suitable date and finalizing the agenda. The date was established about the middle of February. A tentative time table was established mid-March to which adjustments have been made right up to the time of the conference.

It had been decided that this would be a small working conference similar to the one held in 1957. The committee recognized the need for a relatively equal representation from each province so suggested that from six to ten be invited from each. It found it very difficult to select ten in Saskatchewan as there were many people interested in coming. However, this was the number of invitations issued.

Material sent out in advance included a summary of the findings of the conference at Banff, the agenda and notes to be covered by Roby Kidd.

The main purposes of this conference are to study and discuss C.A.A.E. and its role in Western Canada and to study the professional in adult education.

The procedures are designed to assure productive discussion. This morning will be devoted to providing information on the Canadian Association for Adult Education. This afternoon will introduce four topics for our consideration, with introductory papers on three of them. After an open discussion on the papers we will go into four work groups to consolidate our thinking on each topic. These will be reported back to the conference for discussion and amendments. It seems important that we make every effort to record our agreements, disagreements, and areas of inadequate information.

The procedures set up regarding the report of the conference are designed to prepare the report as quickly as possible. The Report Committee, with Harold Baker as chairman, consists of the representatives from each province on the Planning Committee. Each of these people will convene and act as secretary for one work group. In the work group they will have in mind the needs of the report and the importance of specific recommendations. It is hoped that most of the material for the report will be ready by the time the conference ends. In this case the further work will be that of assembling material and minor editing.

We are pleased that the conference could be held in Saskatchewan House which is so well fitted for this type of activity.

We look forward to a frank and productive discussion of the items indicated on the agenda.

The Role of the C.A.A.E. in Canada in the last Five Years

Prof. H. Avison, Director of Adult Education, Macdonald College, P.Q.

While I have been asked to speak on the above topic I intend to speak of it generally, rather than in detail, and of a period of more than five years. To obtain the details I would refer you to the wealth of information provided in the conference kit--and particularly to the working paper used at the annual meeting and the notes provided by Roby Kidd for this conference.

As I have sat in recent executive, council and annual meetings of the C.A.A.E. I have been impressed, even astounded, not only by the growth of the C.A.A.E. but by the incredible variety of its interests. A glance down the list of topics dealt with in the working paper of this year's meeting will confirm this. The activities listed are concerned with a range of publications (including Food for Thought), the Joint Planning Commission, the National Commission on Indian Canadians, Citizens and Farm Forum, the library and information centre, the Tory and film awards, the numerous sub-committees, the maintenance of contacts with organizations in other countries (notably U.S. and U.K. as well as UNESCO), negotiations with government departments, the C.B.C., the National Film Board, the Canada Council, the Fund for Adult Education, consultations, leadership training and experiments through the Commission for Continuous Learning. This does not consider problems of finance,

staff and internal organization. Even this incomplete list will justify the president in his message to the annual meeting when he said:

"....Canada could not have developed to its present stage but for a strong, if disparate, movement of Adult Education....."

"....Among the architects of our national history the C.A.A.E. has been a worthy pioneer...."

This observation includes, of course, much activity that is not actually within the organization of C.A.A.E.--and which has been going on for a longer time but is specific enough about the place C.A.A.E. has taken.

As I said at the beginning, however, I am less concerned with justifying the association's past than with suggesting a few things that, in my opinion, will help to insure its future. Such things, also, will provide a more helpful background for the discussions of this meeting.

These discussions will be concerned with the improvement and strengthening of C.A.A.E. organization in Western Canada. It is, of course, important that this be done. However, I feel I have little to offer in that regard since for years I have been out of touch with developments in the West. That is your task to be carried out in the light of present conditions. Disraeli, an authority of constitutions--when asked, "What was the best form of government?", replied, "For what people and at what time?"

- (1) Even with the best organization possible--and that it should have--the C.A.A.E. will always depend on people, and on that fellowship of people who know where they are going in Adult Education, who are in it because they want to be. When I use the word "fellowship", I mean it not in a sentimental way, but rather that those of us who take a leading part in Adult Education in Canada should make the effort to meet and to know each other well enough that we have respect for each other--and can, therefore, consider the diverse and controversial problems of Canadian life together. A radio commentator recently referred to that "debilitating Canadian prudence which freezes the flow of speech and thought in public places." C.A.A.E. meetings could do much to establish the kind of confidence that is needed for the frank consideration of our most controversial problems. Holding meetings is difficult and expensive in this immense country--but such meetings are most necessary if we are to maintain any unity in Canada's national organizations.

There is further implied a responsibility to be human in our approach to each other and to our problems. We should not hide behind the institutions in which we work, not limit our interest in adult education to the particular responsibility we have in it. You people must be the C.A.A.E. in Western Canada.

- (2) What I have said involves also some common agreement about "goals" or "objectives". Robert Blakely says, "We can neither take our commonalities for granted, nor yet make too specific expressions of them. But we must make explicit the middle assumptions we live

by, above our private interests, but beneath the ultimate sanctions, the cloudy but luminous level of common purposes." Some attempts have been made in the C.A.A.E. to state "goals"--and more must be made. The goals must be broad, comprehensive and Canadian. We might still learn something from the statement attempted in 1946. I give you a recent formulation of these goals which has some merit--just for your consideration -

- a) To become acquainted with the world of scholarship, in natural science, the humanities and the social sciences. (This means affirming again our belief in the things of the mind, to me a necessary new re-emphasis in adult education).
- b) To live in one world. (This in terms of race, religion and politics.)
- c) To develop confidence in and competence with the democratic process.
- d) To contribute to healthy personality and a sense of identity. (i.e. versus mere group togetherness; accepting oneself, accepting others and being acceptable)
- e) To use education in order to adapt people to a changing environment.

(3) It is almost a platitude among us that we should see the job of adult education in the context of world change--but this should be underlined--because so many people--and perhaps many of us--operate as if we lived in the same world as our fathers. The fact of rapid, even catalysmic change is one of the most disturbing of our time. One could illustrate this in many ways. My seat mate in the plane yesterday was a 37 year old master mariner who had grown up on a rocky farm in Nova Scotia--had been at sea for 19 years--for 9 of them captain of an oil tanker plying the route from Venezuela to Portland, Maine. He left his job on the tanker because it had been changed to Panamanian registry and manned by a central crew who could work for less money than Canadians. He was flying 4000 miles to Tuktoyaktuk at the mouth of the McKenzie to take over a supply ship for the Dew Line in the western Arctic. How many Canadian and world problems are reflected in that situation!

(4) As adult educators we should be more aggressive in asserting the importance to our society of the job we do. I do not mean a drive for professional recognition (though this may need to be done later), but rather that our sense of vocation should lead us to be less tolerant of the small support which adult education gets, financial and otherwise. The members of this group, collectively, could have considerable influence in such matters. It may be that we should work out a strategy for exerting that influence.

Topic I - The Role C.A.A.E. should play in Western Canada

Introduktion to Topic - Functions & Services of the C.A.A.E.
Dr. J.R. Kidd, Director, C.A.A.E.

- 1) A clearing house for adult education functions
 - Joint Planning Commission - three times a year
 - National Conferences
 - regular contact with 85 national organizations
 - establishment of committees on university extension, business, rural extension, school boards and departments of education.
- 2) A library and information center
- 3) Information (public relations) for adult education
 - National Conference on Education - continuing committees
 - press, radio, television, government contacts
 - school boards
 - individuals visits to office, telephone and correspondence.
 - writing and speeches
- 4) Experimentation and demonstration
 - discussion techniques
 - communication - use of radio, films, television in adult education
 - study - discussion projects - development of courses
 - adult education in residence
- 5) Fact finding and research
 - labor education
 - adult education in institutions such as hospitals, sanitoriums, penitentiaries
 - adult education in the universities
 - voluntary action
 - preparation of bibliographies
- 6) Direct participation in public affairs education
 - public affairs conference
 - forums - Citizens' Forum and National Farm Radio Forum
 - UNESCO project in East-West relations
- 7) Consultation - departments of education
 - business and labor
 - professional groups (such as nurses)
- 8) Initiating projects which are later carried on under other auspices
 - National Commission on the Canadian Indian
 - Training in Film Utilization
 - UNESCO National Committee
- 9) Professional Development
 - finding staff
 - initiating training programs in universities
 - fellowships and scholarships
- 10) International Relations
 - Canada abroad in Adult Education
 - other adult education movements
 - UNESCO
 - American Foundations
 - visitors from abroad
 - conferences

WORK GROUP REPORT

Participants

Harold Huston (Secretary)
John Friesen
Bill Hamilton

Alasdair Morrison
Leonard Siemens

1. Although there are differences in the kinds of adult education between one region and another, we do not see any significant differences in the kinds of services required from C.A.A.E. in the various regions.
2. Proposed Realignment of Services of National C.A.A.E. (not arranged in priority)
 - (a) National co-ordination of - organizations
programmes
publications, and
special interests
 - (b) Fact-finding and dissemination of information
 - no basic research required
 - no needs for a national library except for staff and visitor use and perhaps for archival purposes.
 - (c) Consultation and Visitation
 - Adequate staff time and funds should be set aside specifically for these services.
 - (d) Specific assistance for the adult education organization in each province. This is seen as an extension of service (c) above.
 - (e) Professional development responsibility as seen in light of past experience, present difficulties, and future possibilities, e.g. - arrangements for regional and national in-service programmes.
 - allocation of, fund-raising for, and dissemination of information from basic research and special projects.
 - publication opportunities for, and encouragement of, professional notices and papers, etc.
 - (f) Initiation of programmes (as in the past)
 - The working committee expressed the opinion that public affairs programmes, particularly Citizen's and Farm Forums, be considered as ventures to be handed to other organizations as soon as their future may be assured. Others pointed out that there are several factors which should be taken into account and which might offset such an opinion.
 - e.g. - historical considerations
 - emotional attachments
 - increasing importance of public affairs
 - the importance of keeping the name of the C.A.A.E. in front of the public in a concrete way.

It was indicated that the Forums are the only exceptions to the current C.A.A.E. National policy of turning projects over to others after they are well under way. Indeed, there have already been some discussions with the farm organizations and Canadian Institute of Public Affairs with regard to this possibility in the case of the Forums.

- (g) Representation of Adult Education in Canada and Canadian Adult Education, internationally.

Resolution - That the National Council of the C.A.A.E. consider the establishment of two additional standing committees: one on the development of professional competence (not necessarily status) and the other for the promotion of research and experimentation in Adult Education.

Topic II. "C.A.A.E. Organization in Western Canada"

Gordon Selman, Assistant Director, Extension Department, University of British Columbia

I am painfully aware that to suggest an organizational structure for the C.A.A.E. quite independently of a consideration of the job to be done by it, is difficult, unsatisfying and I suspect unsatisfactory. The discussion of both of these questions will have to move forward together, decisions in either area having determining effects on the other.

Another difficulty facing me in this task is that the four provinces concerned are at very different stages in their development toward provincial organizations which suit their own conditions and wishes. This is even more complicating because I do not have detailed knowledge of where they now stand. In addition, there is no agreed upon end-result towards which each is working. It would appear that British Columbia and Manitoba, for instance, are aiming at quite different means of meeting the need for a satisfactory provincial organizations, not to speak of the need for a satisfactory provincial government! Allowing for these difficulties, however, I would like to discuss the matter of organization under four headings:

1. Provincial clearing house organizations
2. Provincial C.A.A.E. Executives
3. A regional organization for the prairies
4. A western regional office

The text for my address is borrowed from those stirring words of Winston Churchill, "Never have so few provinces been going in so many different directions in such a short time."

1. Provincial clearing house organizations -

Two years ago in Banff I felt there was general agreement that the top priority within the provinces as far as organizational structure was concerned, (second only to trying to 'steal' staff members from each other) was the creation of a clearing-house, J.P.C. - like organization. This Adult Education Council, as it was tentatively named, would, it was hoped, serve the purposes of all members of the C.A.A.E. within the province as well as the representatives of all organizations and agencies who are active in the adult education field. It would provide for personal contact between individuals, create the means for co-ordination and a clearing house of ideas in the field and, as our statement put it, "give form to a national and international movement for adult education." Each provincial council was to be affiliated with the C.A.A.E., a relationship which entitled it to a voice in the affairs of the organization nationally as well as provincially, rather than simply as part of a large western region.. I am told that secret clauses signed in camera, provided for the unquestioned right to import R.C.M.P. contingents in case of mutiny in any adult education agency!

As I see it, the purposes of these provincial bodies are many. First of all they can bring a new sense of community to those working in the various kinds of adult education. I well remember the tone of mock incredulity and amusement with which one of our vocational experts in B.C. greeted the news that he was considered to be within the adult education movement. But my own feeling is that something has been accomplished along these lines. Not only do we bring together an expanding circle of people and organizations who are interested in many of the same things, but we also help to create a stronger link between them and the C.A.A.E. Roby Kidd and Gordon Hawkins have attended several of our semi-annual conferences and in this and other ways opportunities have presented themselves to strengthen the knowledge of, regard for, and links with the national organization. Our conferences have also been used by several people in B.C. who are becoming interested in adult education and who wish to learn more about the field and to meet both those working at it and prospective employers. Another function the conferences have performed is that of in-service development for those who attend. From my own point of view, for instance, what I learned at our one-day conference of vocational education has been extremely useful to me since.

Finally, I would mention that it was through our conference that a group interested in the re-training of workers got together, a group which has been operating as a committee of our Council and is studying this complex subject as it affects the work of a great range of agencies.

Our provincial organization in B.C. is too young to have reached its full development yet. But I see these and other purposes it is serving at the present time. There may be more to come. Our organization is flexible to the point of being mercurial. To revive John Friesen's timeless expression, it is "loose".

I have been speaking of B.C. because I know it best. The same kinds of things are going on elsewhere, I know. I am sure too that the structure of our Council, with its half-appointed, half-elected executive, is not going to be the most suitable for other provinces. I am convinced, however, that the kind of organization we outlined at Banff and that I have seen operate in B.C., can make a useful and important contribution at the provincial level.

2. Provincial C.A.A.E. Executives?

But can our Adult Education Councils do all the jobs which need doing at the provincial level? Doubts about this were expressed by Alan Thomas at the national conference in Winnipeg last year, and I suspect there are other doubting Thomases. Our provincial organizations are built basically on the Joint Planning Commission model. This makes it possible for various kinds of action groups and government departments to come together for certain purposes, such as the exchange of information, in the knowledge that they will never be called upon as a result of their participation to commit themselves to joint action of a "political" kind.

But where do we stand in the provinces when the opportunity to strike a blow for adult education and/or the C.A.A.E. presents itself? Let me give you two examples. We in B.C., not wishing to be outdone by other provinces which shall remain nameless, have had, are having, or have been had by, a Royal Commission on Education! It was not possible for our Adult Education Council to present a brief to this Commission. Its "J.P.C.-ness" prevents this. There was, then, no effective instrument at the provincial level to speak for that which the C.A.A.E. stands. As far as I know, the Extension Department's brief was the only one with adult education as its main emphasis. Was this a situation where our Adult Education Council was found wanting? Did we suffer for not having a provincial unit or executive of the C.A.A.E.?

The other example affects the C.A.A.E. more directly. Last fall, conscious of the C.A.A.E.'s need for funds, and of the fact that no forceful attempt to recruit new members had been made for some time, we decided on a circular letter to prospective members inviting them to join. Who was to sign this letter? The fact that some years had gone by since a serious effort had been made to recruit new members was indication of the fact that no one person felt it was his job to do this. Was this another indication of a missing link?

You might feel that surely the members of the National Council of the C.A.A.E. in any one province could act on its behalf when the occasion demands it. This was the position taken by the executive of our Adult Education Council when this problem was brought to its attention. And this was the way we finally handled the membership campaign, by having all Council members sign the letter--at least all who could write!

The crucial question is, it seems to me, if the National Council members in any province are a kind of natural C.A.A.E. Executive there, will they perform that function under present arrangements?

My experience has been that there is a natural, and certainly understandable reluctance on the part of any of the National Council members in the province to take the initiative on matters of C.A.A.E. concern, partly because of pressure of other duties, but largely because they do not wish to put themselves in the role of self-appointed leader amongst that small and able group.

The questions are, then:

1. Can the executives of our provincial adult education councils act on behalf of the C.A.A.E. in all matters that affect it provincially?
2. If not, are the C.A.A.E. National Council members in each province the ones to do it? If they are, then I suggest that the C.A.A.E. should recognize them as such and should facilitate their functioning effectively in this capacity by bringing them together and helping them to select a chairman who would, for his term in that office, feel responsible for C.A.A.E. affairs in that province--at least with respect to the kinds of matters I have been talking about.

There is an issue involved here which I feel hasn't worried too many of us yet but which I suspect is going to grow in importance. It is, whether there is need in each province for a chapter or branch of the C.A.A.E. to which members belong personally in addition to our Adult Education Councils. Our B.C. Council Executive has taken a look at this once or twice and has said that there just aren't enough of us to support two organizations at the provincial level. Let's try to make our Council perform both functions.

Advocates of the other point of view, those who favour a Provincial C.A.A.E., have some points in their favour:

1. There are the kinds of occasions I have suggested above on which our present provincial organizations cannot do all we might like to do.
2. There may be some people in the provinces who, although they are members of the C.A.A.E. are not terribly interested in what our provincial J.P.C.'s are doing. It may be that we will want some meeting ground for these people based on their interest in the C.A.A.E., not their interest in the provincial family.
3. The other point is that according to the material Roby Kidd has been circulating about the A.E.A., where there are state associations, there tends to be greater financial support for the national body.

This having been said, however, I do not imagine that anyone here would recommend as yet a provincial C.A.A.E. over and above the provincial J.P.C. as discussed at Banff. It may be, however, that a C.A.A.E. provincial executive made up of the National Council members would be a useful intermediate step.

3. A regional organization for the prairies?

I would like to raise the possibility, at any rate, of a regional organization embracing the three provinces. I do not include British Columbia in this suggestion because my impression is that the organization of adult education services, in terms of the nature of the agencies and organizations active in the field, is roughly similar amongst the prairie provinces and that these three are very different from the B.C. picture. There may well be grounds, therefore, to consider an interprovincial super-structure amongst adult educators in Alberta, Saskatchewan, and Manitoba which would be tied closely to their situation, but which would have to be made a little more remote from their organizational pattern if it were to include B.C. on equal terms.

I would make this suggestion very tentatively, in the hope that it is provocative for those in these provinces, and in the knowledge that I may not have a realistic sense of the situation there.

Under such an arrangement B.C. would consider itself a separate entity--a thought, I must admit, which has occurred to British Columbians before!--co-operating with the prairie trio on such things as these biennial conferences and other projects or programs. A strictly prairie organization would exclude B.C., to our regret, but may make it possible for the former to create interprovincial co-operation more closely geared to their own economic and organizational pattern.

4. A western regional office of the C.A.A.E.?

I am of two minds about such a suggestion. In the first place we should recognize that in the light of the financial prospects of the C.A.A.E., the creation of a western regional office does not seem to be a very lively issue--that is, unless we in the West plan to raise a lot more money for the organization than we do now. And even then it is debatable whether we would be best served in that way.

It may be that we would be better served by the C.A.A.E. here in the West if a regional office existed from which a person operated who had the four provinces as his beat. I am not clear as to what kind of services we would expect from him. On the other hand, I feel we would be in danger of losing some of the stimulation we now receive from regular contact with the national staff, with its national and international perspective.

I raise this issue because I believe it to be a lively one in the minds of some people. In the first place, however, the chances at the moment of being able to afford it are slim. Secondly, I am not sure that such an arrangement would be preferable to increased activity in the West by national staff.

If such a regional office is established in the West, I see it simply as an extension of the national organization. I do not necessarily see a regional structure within the organization, covering the same area.

The top priority for us, as I see it, keeping our focus here in the West, as we have been, is the provision of two things:

1. Effective J.P.C.-type organizations at the provincial level.
2. Means for doing our utmost to support and promote both the C.A.A.E. and what it stands for with respect to the advancement of adult education.

How can we do this most effectively? We need a combination of a working agency and, to borrow Mr. Hammarskjold's phrase, a C.A.A.E. "presence" in each of our provinces.

WORK GROUP REPORT

Participants

Gordon Selman (Secretary)
Gordon Campbell
Miss Frances McKay

Mrs. Muriel McMath
Breen Melvin
Mrs. Pearl Steen

The Group:

1. Reaffirms the usefulness of a provincial adult education council as defined at the Banff meeting two years ago. Suggests that a priority item in each province is the setting up (and maintaining) of such an organization.
 - (i) Name - Adult Education Council
 - (ii) Aims -
 - a) to provide personal contact between workers in adult education.
 - b) to provide a clearing house between organizations and programs.
 - c) to explore problems and possibilities by undertaking projects related to co-ordination and development.
 - d) to give form to a national and international movement for adult education.
 - (iii) Participants (Membership) - all provincial and some large community organizations in adult education (and national counterparts).
 - (iv) Executive Body - elected by an annual conference: a permanent executive secretary (might be loaned or employed or volunteer).
 - (v) Relationship to C.A.A.E. -
 - a) an affiliate body of the C.A.A.E.
 - b) members of C.A.A.E. elect national council members.

2. Approves in principle that the National Council members in each province function as a provincial executive of the C.A.A.E., to be charged with the responsibility of looking after C.A.A.E. matters at the provincial level, including finance, membership, etc.

Suggests that a member of this provincial executive be named a member, ex officio, of the provincial Adult Education Council Executive.

Recommends that the national office of the C.A.A.E. be asked to convene a first meeting of the National Council members in the separate provinces at which a chairman of this executive can be named.

3. Notes with approval that recent constitutional amendments by the C.A.A.E. make it possible for National Council members from each province to be nominated for election by the provincial adult education councils.
4. Suggests that western regional responsibilities be borne jointly by the provincial C.A.A.E. executives (as defined in #2, above). These responsibilities will include the arranging of our biennial western conferences.
5. Reports discussion of the various aspects of the suggested western regional office of the C.A.A.E.:

A. Merit was found in:

- a worker who had first obtained in-service experience at the national office and could bring that experience to the West.
- aiding the C.A.A.E. with respect to membership, etc.
- experimenting in specific services of C.A.A.E. to the provinces.
- a means whereby co-ordination of international affairs programs in the provinces might be achieved.

Doubts were expressed as to:

- possible reduction of personal contact with the National Director and the headquarters staff--with their national and international perspective.
- difficulties of raising extra funds and possibly lessening financial support for the national organization.

B. An observation was made that a western regional "co-ordinator" for C.A.A.E. might be appointed from within the existing staffs of Extension Departments and Divisions of Adult Education, such a person from one of the provinces each year (in rotation) to serve for one year, his salary to be paid by his present employer, and his expenses to be shared amongst the provinces.

C. The possibility was mentioned of raising foundation funds to finance this experiment for a limited period.

6. Recommends that new means be found at the first opportunity to subsidize the travel expenses of Western Council members to attend the National Council meetings.

These items were all accepted by the conference.

Topic III

"Acquiring and Maintaining Professional Competence in Adult Education"

W.B. Baker, Director, Center for Community Studies, University of Saskatchewan

Introduction

In preparing this paper I have been aware that, as with most issues, there are widely divergent views on both the meaning and resolution of the topic. There will be some who feel uneasy about sorting out the professional for special treatment. Others may even doubt the existence of anything approximating the professional. Still others, however, will be disturbed by a neglect of social responsibility for professional growth. The point of view taken in this paper is essentially sociological. It assumes that there is an evolutionary pattern to the emergence of professional organization. By examining the sociology of occupations we can obtain cues as to probable avenues of further professional growth in adult education. In a paper of twenty-minutes duration, oversimplification is an obvious hazard. Given the intent to stimulate discussion, this ought to be an acceptable weakness.

The Evolution of Professions

My first contribution will be made by briefly examining some of the characteristics common to the established professions. I note first of all that a comparative study of major civilizations would show that professions occupy a position of unusual prominence in our society. Central factors are the specialization of knowledge and of organized interest groups. It is no longer possible for any one person to develop a Spencerian grasp of all human knowledge.

For our purposes two interdependent processes in the evolution of professions require identification: (a) the influence of a favourable public evaluation of the functions being performed, and (b) the influence of a small professional corps in giving shape and character to specialized aspects of the functions performed. If I read the literature correctly, these two sources of influence vary in

their impact during the evolving process. Initially, a public sentiment favourable to the development of a professional tradition seems basic.

We can obtain a useful clue to the character of professional functions by recognizing the importance of the mediation role. Let me illustrate. In the case of the medical profession, mediation is between ill-health and a desired state of good health. In the legal profession, it is between the private individual or group whose conduct or intentions may or may not be in accord with the law and an established public authority and its laws. The school teacher mediates between the conditions of childhood and adult responsibility. In each instance, there has emerged an established cultural tradition with near-universal public support.

At some point in the emergence of the professional tradition, some aspirants to new status will begin to express concern for more clearly established roles. In sociological terms, a profession might be defined as a cluster of "occupational" roles. I have already intimated that such roles must have social value to the consuming public. In part, the degree of social value determines whether the incumbents can "earn a living" at a "full-time job." The professional differs from other occupational types in that he thinks of organization in terms of an independent trusteeship. Such a trusteeship assumes responsibility for the maintenance and further development of a professional tradition. Incidentally, the trusteeship is usually granted by Legislative Act...another clue as to the importance of favourable public valuations.

Now, once the trusteeship has emerged, a number of further developments can be identified:

(a) The members of the profession are trained in the tradition, usually by a formally organized educational process. Only those with such training are considered qualified to practice the profession.

(b) Only members of the profession are qualified to interpret the tradition authoritatively and to develop and improve it.

(c) An extensive division of labour emerges - specialties within specialties - but the greatest proportion of members make "practical application" useful to society.

(d) The professional man comes to be popularly regarded as a "technical expert." ¹

To remove some of the abstractness from this analysis, let me illustrate by describing the medical profession as an occupational type. Doctors clearly perform a function valued in our society. A cultural tradition has certainly emerged built around the core value of good health. By virtue of a College of Physicians and Surgeons, members of the profession exercise a highly independent trusteeship. Such a trusteeship was established by Legislative Act. A complex medical tradition has evolved. This is communicated through rigorous training in formal professional schools. Only those with proper training can practice. Only members of the profession are qualified to interpret the tradition authoritatively. The majority of the medical profession are practitioners.

With the establishment of legal trusteeship, the profession begins to acquire large elements of independence. This does not mean that public evaluations are less significant. It does mean that elements of vested interest emerge to resist changes in the cultural tradition. A type of "closed shop" prevails. This is a constant factor in our kind of society. Every profession has its growing edge. However, admission of new traits becomes difficult. For example the new medical field of social and preventive medicine receives grudging support from many members of the medical profession. One could also cite psychiatry, physiotherapy and chiropractic. Thus, we get another useful clue. Professional evolution is a continual process but, once formalized, new specialities may become more difficult to establish.

Mention should be made of another variation. Pressure groups can create a professional structure before there is a cultural tradition to support it. A personal view is that the Institutes of Agrologists in a number of Canadian provinces reflect this situation. The professional agriculturalist finds that his discipline often does not permit diagnostic precision in the field under widely varying conditions. He may also lack the established tradition which would give him professional "authority." Furthermore, his field of competence is constantly under the strain of accommodating new technologies. Under these circumstances, it becomes infinitely more difficult to "close the ranks" and operate an independent trusteeship.

Adult Education as an Emerging Profession

I will now attempt to apply these general notions to adult education as an emerging profession. Is there now a cultural tradition reflecting a favourable evaluation of adult education by the larger society? More concretely, does the public look with favour upon the adult educator as mediator between the worlds of the known and unknown? In some aspects of professionalism the answer may be positive. The same may be true of higher socio-economic segments of the general public. I doubt, however, if a convincing case can be made for general public support. Recent trends in the support of adult education may appear to contradict this conclusion, but even here we have to decide whether our decision is to be weighted by studies of the proper care of budgie birds or of the Great Books.

The case for an emerging cultural base favouring professional adult education seems much stronger when assessed in terms of objective need. Continuous learning has become one of the important mechanisms in maintaining relative stability in a dynamic and precariously balanced society. Unless we are to move into an era of "technocracy incorporated," adult citizens must somehow be equipped to man the technical stations - be they in the realm of our machine, social or economic technologies. Localized experience proves increasingly inadequate as the forces of mass society invade the inner sanctum of community and voluntary organization. To understand and grapple with these external forces requires new symbols, hence continuous learning.

Can we then make our case for accelerated professional development in adult education by assuming that the gap between publicly expressed need and social imperative is narrowing? Adult education

is indeed taking on broader social forms and an accepted division of labour between those who give focus and direction and those whose activities are thereby shaped and guided. The dual roles of teacher-learner; leader-participant; counsellor-counselled; administrator-staff; planner-guided, are already evident. Are these the elements out of which professional roles can be crystallized?

What about the attitudes of the aspirants to a professional adult education? Are adult educators consciously moving in the direction of professional status? Do adult educators recognize and accept a somewhat marginal public evaluation relative to established professions? Are adult educators ready to work toward a clearly defined independent trusteeship as a vehicle for an emerging cultural tradition? Are adult educators ready to undertake rigorous training by a formally organized educational process? Does there exist a definition of "proper training" for qualified practice? Is there an authoritative tradition to interpret, develop and improve? Do we have a creative minority for the development of professional schools?

I suppose that the honest answers to most of these questions are weighted toward the negative. Yet, I would propose that positive answers are needed before there can be convincing progress toward the development and maintenance of professional competence in adult education. Is it realistic to compare adult education as an emerging profession with the evolution of other professions? Perhaps it is not, but to the extent that adult education deviates from culturally defined professional characteristics, enormous problems are created in securing favourable public evaluations. It is possible that professionalization of adult education will introduce rigidities incompatible with the fundamental character of the discipline? If so, how can adequate precautions be introduced? Is it too soon to be thinking about professional growth? Would it lead to the frustration of good intentions by moving too far ahead of "the crowd?" These are all questions which merit our careful assessment.

Avenues for the Development and Maintenance of Professional Competence in Adult Education

Thus far I have been raising questions about the general context of professional adult education. Only with understanding and consensus about the general context will talk about specific avenues for the development and maintenance of professional competence be fruitful. I have intimated that adult education appears to have reached a stage--perhaps it is a plateau--in its evolution as a profession. This situation ought to be an inducement to engage in new direction-finding. I need not remind you that the medical doctor was at one time a barber. Bernard Barber, in Science and the Social Order makes the point that "science is always difficult, its evolution is always 'halting, complex, almost irrational'." ² He notes how difficult is each next step in science...how much it is not inevitable, but requires an act of individual creativity...how, on balance, there is always a large evolutionary continuity. I see every reason to assume that adult education is also experiencing a "large evolutionary continuity" dependent at critical junctures on acts of "individual creativity."

If this be true, then our problem shifts to looking for strategic avenues for consistent and integrated development of professional competence. I would propose, for discussion, that three such avenues merit careful study and activity. They are (a) sharpened awareness of the clusters of roles found in adult education and a separation for special treatment of those roles which approximate professional competence: (b) the gradual crystallization of professional roles through appropriate organization; and (c) the acceleration of the establishment of professional schools in our universities and of associated in-service technical institutes and centers.

A. The Separation of Professional Roles in Adult Education

Houle makes the cogent point that we are often confused in adult education by its bewildering variety of forms of leadership. ³ He has identified a pyramid divided horizontally into three levels which are essentially different, though "at their edges they blend into one another so that no sharp line can be drawn between them." At the base is the largest group--those who serve as volunteers. "Their number is legion and their influence is enormous." At the intermediate level is a small group of persons who, as part of their paid employment, combine adult education functions with other duties they perform. The university professor, lawyer or doctor turned part-time lecturer, perhaps the librarian, and so on, identify this group of roles. At the top of the pyramid are those who have a primary concern for adult education and basic career expectations in that field. They include adult education administrators, full-time teachers of adults, field organizers in a variety of disciplines, etc. "This is the smallest group," says Houle, "but it exerts an influence out of all proportion to its numbers. Its importance arises not only from its prestige, its centrality of purpose, and its sense of professional dedication, but also from the fact that it provides most of the leadership, direction, and training for the other two groups."

I do not suggest that any one of these three groups is of lesser significance in the adult education movement. I believe with Houle that each requires its own form of preparation for the satisfactory performance of duties. Is it possible, however, that in the long-run the development of a cultural tradition with its associated public evaluation depends critically upon what happens to the competence of the small group at the top of the pyramid. Adult educators often produce a "wry face" at the thought of an intellectual "elite". Is it possible that this reflects a confusion of ends and means? It has been my observation that the level of knowledge and skill shown by the other two groups in the adult education pyramid reflect that of the full-time adult educator.

Has adult education reached a stage of development in Western Canada where the small group at the top of the pyramid can be identified? What range of specialties is to be included? Is the distinction between rural extension and adult education a necessary source of confusion or does it reflect the influence of vested interests? Is adult education essentially a "cluster of professions" rather than a profession in itself? These and other questions require clarification in seeking to identify professional roles in adult education.

B. The Gradual Crystallization of Professional Roles through Appropriate Organization

I have indicated that one of the clearly distinguishing characteristics of the professional tradition is the independent trusteeship exercised by those who hold professional status. The central feature of such a trusteeship is organization with its established code of ethics. The code of ethics is in effect a system of norms which anticipates and mitigates conflicting demands upon those having professional status. This system of norms also provides social support to individual members. It minimizes the need for improvising private adjustments to conflict situations.

I need not remind you that this is an age of conformity. Adult education thrives in an atmosphere of creative diversity. Is the crystallization of professional roles through formal organization, with its code of ethics, incompatible with adult education's concern for an atmosphere of creative diversity? Again, a distinction should be made between ends and means in seeking to answer this question. Is it possible that some degree of self-determined professional conformity is the most effective means to creative diversity in the larger society? How many adult educators "play it safe" today by undertaking inconsequential but popular activities because they lack the professional sanction required for difficult but critical innovations?

During the past decade, I have witnessed full-time educators of adults become concerned with their own professional development. Most of the leaders in this field have come to their present positions through a process of growth on the job. They are now beginning to understand that, while experience is necessary, it is seldom enough to give them the balance, the perspective, and the vision they require. Currently this concern is reflected in a flurry of in-service training experiences, too often unrelated to a common framework. Again, I would ask if we know enough about the shape of the field to crystallize its professional requirements? Is there an effective alternative to formal organization and professional schools for this purpose? Professional adult education associations have been already organized in the United States. I have heard it said that Canada should build its own adult-education tradition. Is it possible that there are good, sufficient and independent reasons for moving in the same direction?

I have already intimated that professional organization, by moving too far ahead of public evaluation, can frustrate its best intentions. Is there danger of this in adult education? Those who see an early blossoming of an independent trusteeship may believe so. On the other hand, our knowledge of the evolution of professions demonstrates that independent trusteeships are the end-product of extended periods of concerted effort. Does the Canadian Association for Adult Education provide the appropriate structure for professional organization? What modifications, if any, would be required? Are regional or provincial approaches to professional growth more conducive to flexible and varied interpretations?

C. Accelerating the Establishment of Professional Schools and Associated Institutes

In 1950, a Columbia University Seminar on the Professions was established representing eight professions. A conclusion to which the Seminar came in the course of its deliberations was that the professional school plainly constitutes the major formative influence upon the development of the professional man.⁴ The establishment of a professional tradition cannot be dissociated from the contribution of universities. A review of the current status of adult education within our Western universities is therefore relevant at this point.⁵

A quick perusal of the most recent Calendars shows that only the University of British Columbia provides an undergraduate course in adult education in the regular winter schedule. The University of Saskatchewan lists one half-class in agricultural extension methods in its summer school. Only the University of British Columbia provides a full graduate program. The titles of the three graduate courses clearly associated with adult education are Foundations of Adult Education, Methods of Adult Education, and Communications and Mass Media. The University of Manitoba provides one graduate course. A description of both undergraduate and graduate courses is appended. There is, of course, a wide range of non-credit programs related to professional training in adult education under university auspices. No attempt has been made to study them in preparing this paper.

In general, what assumptions can be made about university attitudes toward professional schools for adult educators? No doubt the circumstances vary widely from one institution to another. In general, I suspect it is inclined toward skeptical acceptance. Is there need for the study and clarification of appropriate structures for professional schools? Should they be associated with the College of Education or should they be established as central all-university agencies responsible directly to the President. Should such schools be established in each university or do economies of funds and personnel dictate a regional approach?

My personal viewpoint is that the competence of adult educators is inseparable from a concern for the development and maintenance of strong departments of the social sciences and humanities. The University of Saskatchewan has experienced highly encouraging expansion in this respect during the past year. To what extent are adult educators aware of the significance of these tool subjects?

An intermediate step toward professional schools is the establishment of specialized centers and institutes which may or may not be associated with universities. The Co-operative Institute, the Center for Community Studies and the annual Human Relations Institute are Saskatchewan examples. To what extent do such developments detract from recognition of a university's traditional responsibility? To what extent do they foster a professional awareness which accelerates the establishment of university-centered schools?

Are adult educators prepared to make an informed case for specialized techniques, concepts and perspectives which are the components of a professional curriculum? Does the administrator of adult education have special core needs which distinguish him from the field organizer with his community and group orientation? Does the teacher

of adults require insights not readily available in the environment of the traditional College of Education? Should undergraduate specialization be provided? If not, then in what ways does adult education differ from other professional fields where undergraduate specialization is required? Each of these questions influences the process and final product of professional training.

I need not dwell on the need for experimentation and research in the development and maintenance of professional competence. In this age of technology, it is not conceivable that a profession could be long sustained without deliberate and continuous experimental activity and creative thought. Is this another aspect of the professional school worthy of special study? To what extent does professional competence require adequate publishing outlets such as professional journals?

Conclusion

Let me sum up the substance of this presentation. I have assumed that an evaluation of professional competence in adult education would profit from some comparisons with the evolution of other professions. Presumably, in seeking professional status, adult educators can look to and modify traditional professional structures but they cannot ignore their sociological requirements. Adult education appears to be in the early stages of professional evolution. Direction-finding at this time is therefore most appropriate. I have explored three possible avenues of useful direction-finding. Can we pursue with renewed vigor the definition of professional roles in adult education? Can we crystallize those roles more effectively through professional organization? Can we further clarify the character and contribution of university-centered professional schools and related institutions?

References:

1. See Talcott Parsons, Essays in Sociological Theory, The Free Press, Glencoe, 1949, p. 372.
2. See Bernard Barber, Science and the Social Order, The Free Press, Glencoe, 1952.
3. Cyril O. Houle, "Professional Education for Educators of Adults," Adult Education, VIII, No. 2, 1958, pp. 131-141.
4. Merton, Reader and Kendall, The Student-Physician: Introductory Studies in the Sociology of the Medical Profession, Harvard University Press, 1957, p. 37.
5. For a full discussion of the present contribution, see J.R. Kidd, Adult Education in the Canadian University, C.A.A.E., 1956. See also Robert J. Blakely, Adult Education in a Free Society, Guardian Bird Publications, 1958, Chapter II, "Freedom, the University and Adult Education."

6. See the May-June issue of Food for Thought for a detailed discussion of the approach of the Center for Community Studies.

* * * * *

Appendix I

University of Manitoba (1958-59) (Graduate)

Adult Education: This course involves the following elements:
(a) A survey of the growth and development of adult education; (b) a consideration of the philosophy of adult education; (c) a study of the techniques in education among various types of adult groups; (d) a consideration of the modern media of mass education; (e) special investigation of major adult education agencies, with particular reference to their activities in Manitoba.

University of British Columbia (1958-59)

Introduction to Adult Education (undergraduate)

A survey of present agencies practicing adult education in this society, and of the people and parties involved. The conditions under which adult education has developed in this society and the relevant research in the social sciences will be considered. Text-book: J.R. Kidd, Adult Education in the Canadian University (CAAE 1956); H. Grattan, For Search of Knowledge (New York Assoc. Press 1953).

Foundations of Adult Education (Graduate)

A study of the historical, political and social factors which influence movements and programmes of adult education. Special consideration will be given to developments in Britain, the United States, Scandinavia, the Soviet Union, Asia and Canada. Philosophical problems related to the extension of adult education will be discussed. Prerequisite: Education 412.

Communications and the Mass Media (Graduate)

Introduction to aspects of the major information facilities and the context for adult learning they create. Consideration of the type of learning resulting from each of the major media, by means of various experiments. Text-books: Royal Commission on National Development in Arts, Letters and Sciences, 1949-1951; Communication and the Communication Arts, Bureau of Publications, Teachers' College, Columbia University, 1956.

Methods of Adult Education (Graduate)

A considering of factors involved in adult learning. Learning theory, attitude change, group dynamics and special aspects of aging will be paid special attention. Reference will be made to methods by which curriculum is created. The course will be conducted partially on a workshop basis. Prerequisite: Education 412.

WORK GROUP REPORTParticipants

George Potter (Secretary)
Bill Baker
Nan Black
Harold Chapman
Eugene Lange

Bill Proctor
Darwin Solomon
Alan Thomas
Jim Webster

Discussion began with a general consideration of the problem of providing adequate in-service training programmes at all levels in adult education organizations. This ensured that the needs of all kinds of organizations were borne in mind and the discussion of these needs and ways of meeting them proved to be a most satisfactory introduction to the topic under discussion.

It soon emerged that training at every level in adult education would depend upon there being an adequate acceptance of responsibility for this activity by university authorities. If they developed adequate programmes at the under-graduate and graduate levels, a body of knowledge and a corps of skilled instructors would emerge permitting the conduct of training courses at every level found to be necessary.

The development of university responsibility for the provision of adequate training programmes would follow different lines in different places. Thus it would serve little purpose to attempt to lay down any regular pattern for this development. However, we could learn from the experiences of others and with this in mind the group agreed that it would be valuable if some account of the experiences gained at U.B.C. could be circulated.

The group went on to draw up the following suggestions and recommendations for consideration by the meeting as a whole:-

- (1) The university is the natural institution to assume responsibility for professional training in adult education.
- (2) Although there are many specialties in adult education (e.g. - agricultural extension; public health extension; recreation and others), there is a common core of knowledge, skills and practices sufficient to justify a common programme of teaching.
- (3) This suggests that degrees can be given in the various faculties with an emphasis being laid on the core programme of adult education.
- (4) The responsibility of the university would only be partly satisfied in its attention to credit programmes. It should at the same time accept responsibility for the development of in-service training programmes.
- (5) We recommend that the C.A.A.E. call provincial and/or regional conferences of representatives of interested professional groups to draw up and present recommendations to universities in areas concerned.

(6) We recommend that C.A.A.E. consider ways and means of meeting the needs of professionals in adult education - with special attention to:-

(i) Creating a professional section of C.A.A.E. with appropriate fees.

(ii) "Food for Thought"--it does not adequately meet the needs of the professionals in adult education, some consideration should be given to the possibility of augmenting that pamphlet by some other occasional publication.

(iii) Exchange of information on employment opportunities.

(iv) Exploration of salary levels.

(v) Publication of articles in selected journals.

Several of these suggestions came up for review after their submission to the meeting. It was agreed that "Food for Thought" has serious limitations. It does not provide an adequate opportunity for the publication of articles of major concern to the professional; it does not include enough news on programmes or personalities; the editorial policy of publishing issues concerned with special topics worked against any satisfactory development of spirited discussion through its columns month by month. Maybe it should be radically revised instead of there being any attempts to produce another publication to cope with the need for a professional journal. A number felt that it was important to maintain its present breadth of appeal. It is hoped that the editorial board will give careful consideration to these views when they receive a copy of this report.

There was little time to consider the other matters covered in the group report, but it was agreed, relative to point 5, to ask the C.A.A.E. to call a regional or national conference on this matter as soon as possible. In the meantime preliminary inquiries could be instituted within the various provinces by local members of the National Council.

Topic IV.. "New Opportunities in Adult Education"

J.R. Kidd, Director, C.A.A.E.

Introduction

It has been noted that there have been financial difficulties for the C.A.A.E. and other national organizations in the past year. This is true. But concern over the finances and curtailment of certain services may have obscured the fact that there may never have been

a year when greater effort was being given to matters of critical importance. This is to claim no credit. Efforts by many people for more than a decade to gain attention for continuing education are beginning to have results. It has been a year in which matters of significance have been coming to the fore and we have simply struggled to keep up with them. Of course, we have not been spared the problems that are usually associated with growth.

I wish to illustrate this main contention with a number of selected illustrations, each of which may represent an opportunity of some magnitude, but which poses new questions for adult educationalists.

1. During the coming year the following conferences, all of which have international implications, will be held. For each of these the C.A.A.E. has been asked to undertake direct responsibilities.
 - (a) Establishing a department of adult education in the World Conference of Organizations in the Teaching Profession, meeting in Washington in August, 1959.
 - (b) National Association of Public School Adult Educators, meeting in Buffalo in November, 1959. (Some joint sessions with Canadians are planned.)
 - (c) Adult Education Association of the United States, meeting in Buffalo in November, 1959. (Some joint sessions with Canadians are planned.)
 - (d) Seminar and conference on Canadian-American relations, organized by Goddard College in association with C.A.A.E. and the Canadian Chamber of Commerce, planned for February, 1960. This may be the forerunner of a number of such efforts.
 - (e) Joint Conference of the Canadian Library Association and the American Library Association in Montreal in June, 1960. The C.A.A.E. has been asked to assist with the sections on adult education and audio-visual education.
 - (f) World Conference on Adult Education, projected for somewhere in Canada in the spring or summer of 1960, with the C.A.A.E. responsible for arrangements.
2. It is estimated that within ten or fifteen years the student population for universities will have doubled. That means that the equivalent of twenty-five new universities must be established in some fashion. Whenever a new service of higher learning is developed, it provides an opportunity to arrange for adult students in a planned way, instead of a grudging after-thought as has sometimes been the case.
3. In the United States (especially in certain fields such as science) corporations already employ a larger group of well-trained university teachers, with better laboratory facilities and more advanced research than is found in universities. Corporations are challenging the universities in many spheres of higher learning. Is this going to happen in Canada? Should it happen? What are we going to do about this field of continuing education?

4. Rural extension services, long one of the most effective fields of adult education, were planned for a farm economy and rural living conditions which no longer exist. What is the implication of this for adult education?
5. The trade unions are seeking far greater assistance in education, both of a vocational and a liberal kind, than ever before. How can we assist them now that they are ready to seek our advice?
6. In 1959, only one school board (Vancouver) has a specialized department of adult education. In 1967 (I will venture to predict) at least twenty-five school boards may have a special division with trained staff members responsible for adult education. What are the implications of this for our work?
7. Requests for Canadians competent in some field of adult education to serve abroad for short or medium terms will total anywhere from twenty-five to fifty in the next decade. Can we and will we be able to meet these requests?
8. Due to a number of factors, one of them being the leadership of the University of British Columbia, but mostly because of changes within broadcasting itself, opportunities for useful association by adult educationists with broadcasters are very much greater than for many years in the past. These opportunities will be available only if we are prepared to give competent leadership. Areas of interest include programing, training and research. It can also be expected that in several major cities in Canada strong efforts may be made to establish special educational channels for television and there may also be the emergence of a few FM radio stations, primarily for good talk and good music. What should we be doing about this?
9. What leads for adult education are there from the Royal Commissions on education and the Canadian Conference on Education?
10. The opening of Saskatchewan House, planned specifically for adults, and the conference on architecture in adult education should underscore the need for special facilities for adults. What policies should be adopted in this regard? Can and should we be building centres for continuing education?

WORK GROUP REPORT

Participants

Harold Baker (Secretary)
Helgi Austman
Duncan Campbell
Mary Donaldson
Ben Drew
Leslie Glinz

Morris Heath
Cliff Huxtable
Roby Kidd
Glen Mackenzie
John Stratychuk

The group selected from a large number of possible discussion areas four that they considered to be particularly relevant. These included rural extension, public affairs, trade unions and relationship to broadcasters. Following are the suggestions and recommendations of the group on these topics.

Rural Extension

The Group:

1. Endorses the purposes of the present National C.A.A.E. Committee on Rural Extension and suggests that it should act as a clearing house for all Canadian information on training and research in rural extension. This would require appropriate relations with other committees (e.g. - the A.I.C. committee).
2. Suggests that the committee be asked to provide regular information to those interested in adult education; such information to include, among other materials, a listing of
 - a) publications related to rural extension.
 - b) all courses of specific or general interest to rural extension.
 - c) sources of funds available to individuals and agencies for programs of training and research.
 - d) "Who's who" in the field of rural extension in Canada.

Further, means should be developed whereby such listings would be brought up to date.

3. Encourages those concerned with rural extension to promote methods and programs that appear basic to adult education, e.g. - rural libraries, a cataloguing of resource people, evening classes, exchange of ideas--locally and nationally, etc.
4. Recommends that the committee call regional and provincial liaison conferences of rural extension agencies to exchange views on various matters, e.g. - effective program co-ordination. Such conferences should bring together laymen, field workers and administrators.
5. Suggests that attention should be given by adult educators to rural leadership training programs for high school students. (as in Manitoba's Easter week program).

Public Affairs

1. Recommends that more be done to adapt the already existing adult education information to the specific interested publics. Some materials must be discovered, then given imaginative treatment before presentation to the publics.

Trade Unions

1. Agrees that we should be kept up to date on available local and national courses in such fields as economics, political science and sociology.
2. Suggests that C.A.A.E. should promote a greater degree of communication and mutual trust between the various levels of labour and adult education and that greater action be initiated in the present University Labour Committee.
3. Suggests that adult educators should promote the team approach of agencies to local programs in an effort to make more effective use of personnel.
4. Suggests that courses, seminars and work-shops should be planned by adult educators, involving union leadership, and disseminated by means of demonstrations to local labour groups.

Relationship to Broadcasters

1. Agrees that action should be taken in training the staffs of private broadcasting stations in communications and research.
2. Suggests the C.A.A.E. be asked to
 - a) take steps to reserve TV channels for educational purposes.
 - b) promote mass media programs of a high calibre.
 - c) provide UNESCO tapes to all provinces.

3. Resolution

That early attention be given to the calling of a conference of those concerned with broadcasting. Such a conference might involve such groups as

- a) Interested faculty members from Canadian Universities.
- b) Informed faculty members in this field from U.S. Universities.
- c) Representatives of the Board of Broadcast Governors.

This report was accepted by the conference.

EVALUATION OF CONFERENCE

1. In light of your experience at this conference please indicate

A. Its strong points:

	Times Mentioned
1) Well organized - planned.	8
2) Hosting excellent, including hotel and transportation.	7
3) Well maintained (working atmosphere) (good chairmanship).	6
4) Meeting place - ideal.	5
5) Reports of discussion groups - specific recommendations.	5
6) Very constructive and useful agenda (strength yet flexibility).	4
7) One of the first regional conferences at which so many concrete results were achieved.	3
8) Amazingly good use of time.	3
9) Limited number of delegates or participants - size of group made discussion possible.	3
10) Involvement of participants through division of work load - work group approach.	3
11) Program was pertinent (good crystallization of many basic issues).	2
12) Prepared, compact statements of great importance.	2
13) Dr. Kidd's and Prof. Avison's contribution much appreciated.	2
14) Social gathering at Hunt Club enjoyable.	2
15) The informal association with others within the broad field of adult education.	2
16) 10 minute papers and discussion before group meetings.	1
17) Appreciated copies of papers.	1
18) Facing provincial responsibility.	1
19) An advancement of avenues to follow in dealing with the issues.	1
20) Very good clarification of C.A.A.E. - most valuable to those who lose perspective rather easily.	1
21) The conversation of Friday evening - stimulating.	1
22) Delegates very competent.	1
23) Enjoyed most the uncovering of the "services" - not only C.A.A.E.	1
24) Noted considerable progress in thinking on both a national and regional basis.	1

B. Its weaknesses:

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|-------------------------|---|---|
| 1) Rather full program. | (a) fewer topics. | |
| | (b) trying to cover too many questions. | |
| | (c) time to get to bottom of some of subjects raised. | |
| | (d) tendency to expand first topic introduced at expense of second, third, etc. | 6 |

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|---|---|
| 2) Incomplete representation (a) broadcasting personnel
(b) labor and business
(c) all provinces not equally involved.
(d) over representation from Saskatchewan. | 6 |
| 3) Financial issues should have received more time and attention. | 3 |
| 4) Friday evening's discussion - intellectual ping-pong-- realize it was a fill-in. | 3 |
| 5) Some actions by the local (Regina) organizing individuals should have been handled through the planning committee. e.g. - no advance warning of conference fee \$10.00. | 3 |
| 6) The topics of the small groups might have been more carefully thought out. | 1 |
| 7) The matter of legal relationship with C.A.A.E. should be made more clear. | 1 |
| 8) Are these motions binding? Are these motions to be passed by national council? Are they to be passed at all? | 1 |
| 9) Working papers might have been distributed well in advance. | 1 |
| 10) We need a stronger organization still retaining the great quality of services given by C.A.A.E. staff. | 1 |
| 11) Hard chairs! - performance is definitely influenced. | 1 |
| 12) Too many things referred to C.A.A.E. | 1 |
| 13) More independent action should be taken. | 1 |
| 14) Should not ask too much of the C.A.A.E. executive. | 1 |
| 15) Broad discussions of adult education very often far from being down to earth. | 1 |
| 16) The period 1:30 - 4:30 p.m., May 22 was of limited value if not confusing to me--but this may have been due to my limited C.A.A.E. background--discussion too general to be useful. | 1 |

No information - (3)

2. What recommendations do you have for the next conference?

A. Theme

- | | |
|--|---|
| 1) Lets see what is relevant 2 years hence - agenda might come from review of this meeting. | 4 |
| 2) Programming in Adult Education; formal learning; labour. | 3 |
| 3) Means of promoting approved action on Adult Education. | 3 |
| 4) Stick to theme general to the organization (as was done this time). | 2 |
| 5) Resources needed by Adult Education (includes training). | 2 |
| 6) Adult education responsibilities. | 2 |
| 7) Seems to me it must always be a combination of "regional or provincial organizations" and a significant theme in adult education. Why not poll adult education groups and/or contacts some months prior to conference re theme. | 1 |
| 8) An emphasis on a powerful interchange of ideas and special information. | 1 |
| 9) Lots of specific notification. | 1 |

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|---|---|
| 10) Public relations in Adult Education at other than academic level. | 1 |
| 11) Challenges from the World Conference on adult education of 1960. International projects. | 1 |
| 12) I wonder if there is any value in considering co-ordination, thinking in terms of services offered by a multiplicity of organizations in a province, relationship of organizations and agencies, etc. | 1 |
| 13) Building support for C.A.A.E. in the provinces. | 1 |
| 14) Finances for C.A.A.E. | 1 |

B. Organization

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|---|---|
| 1) Similar to that of present conference. | 5 |
| 2) Next planning committee study delegation and representation problems more carefully. | 2 |
| 3) No late evening sessions - perhaps some light entertainment. Perhaps an opportunity to meet in interest groups for a short period. | 2 |
| 4) Excellent this time except for minor communication problems. | 1 |
| 5) More clearly constituted planning committee. | 1 |
| 6) Two full days of meeting. | 1 |
| 7) A maximum of 30-36 delegates. | 1 |
| 8) Possibly an introductory and informal evening before beginning. | 1 |
| 9) Planning a preliminary programme which will make a beginning at meeting the priority objectives which are identified. | 1 |

C. Other

- | | |
|---|---|
| 1) At least 3 day affair - not on organization. | 1 |
| 2) Display of books, publications and other resources for adult educators - perhaps by various subject-matter or action areas. | 1 |
| 3) Topics should be known at least a month in advance to give delegates more time to think and prepare. Prior information re agenda expectations, etc. at least one week before conference. | 1 |
| 4) A clearer statement of procedure at the opening of the conference. | 1 |

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(continued)

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